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ABSTRACT

Recent interest in the potential uses of bibliotherapy (defined as a process of dynamic interaction between the reader and literature) has prompted research into the effects of bibliotherapy on the reader's attitudes and personality. This document lists and describes 14 completed doctoral dissertations in the area of bibliotherapy and its effects. References from "Dissertation Abstracts International" have been provided to help the reader obtain a copy of the original dissertation. (JM)

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DOCTORAL DISSERTATIONS ON BIBLIOTHERAPY
AN ANNOTATED LIST

The value of books for shaping character and behavior of the reader has been recognized for centuries (2). However, interest in bibliotherapy and its effects on personality growth and mental adjustment is of recent origin.

Bibliotherapy has been defined as a process of dynamic interaction between the reader and literature - interaction which may be utilized for personality assessment, adjustment and growth (1).

In order to make the process of bibliotherapy more effective some considerations about children's interest, freedom of book selection, and an opportunity to clarify one's thinking and feeling must be kept in mind by the teacher. It is recommended that reading should be suggested rather than prescribed and that it should be followed by discussion or other similar activity (3).

Because of the potential uses of bibliotherapy several researchers have investigated the effects of bibliotherapy on the reader's attitudes and personality. Following is an annotated list of doctoral dissertations completed in this area. References from the Dissertation Abstracts International have been provided to help the reader obtain a copy of the original dissertation, if he so wishes.

1. ALSBROOK, EL[illegible]OR YOUNG. Changes in the Ethnocentrism of a Select Group of College Students as a Function of Bibliotherapy. University of Illinois at Urbana, 1970. DAI Vol. 31, p. 4536, Order #-05024.

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The purpose of this study was to investigate the effect of bibliotherapy on the changes in reader's ethnocentrism.

The subjects were 52 White college students who were divided into 4 equal groups. Group I and II read selected materials and discussed what they had read. Group III read the materials but did not discuss them and Group IV which did not read the materials served as a control group.

Data obtained by means of Personal Data Sheet and Adorno Ethnocentrism Scale was subjected to statistical analysis. Results indicated a significant reduction in ethnocentrism in Reading-Discussion and Reading-Only groups.

2. AMATO, ANTHONY JOSEPH. Some Effects of Bibliotherapy on Young Adults. Pennsylvania State University, 1957. DAI Vol. 17, p. 2870, Order #00-23,992.

This study was designed to test if books could be used by young adults to solve their everyday problems.

Subjects consisted of three groups of college students who read books to help themselves.

Results showed that bibliotherapy can be used to advantage in college classes to help students face and solve their personal and social problems.

3. APPLEBERRY, MARY HILTON. A Study of the Effect of Bibliotherapy on Third-Grade Children Using a Master List of Titles from Children's Literature. University of Houston, 1969. DAI Vol. 30, p. 2718A, Order #69-21,746.

This study sought to determine the effect of bibliotherapy on children in grade 3 normal classroom situations.

Subjects were 270 pupils who were randomly divided into control and experimental groups and were pretested with the California Test of Personality, Form AA. The experimental group did all their library reading from a large list of selected books while the control group did their reading from any books except those selected for the experimental group. At the end of 9 weeks both groups were administered the California Test of Personality, Form BB.

The analysis of data showed that the scores of the experimental group were significantly higher on nine of twelve sub-tests analyzed. It was concluded that bibliotherapy was possible and helpful in a normal classroom situation.

4. BURT, LESTA NORRIS. Bibliotherapy: Effect of Group Reading and Discussion on Attitudes of Adult Inmates in Two Correctional Institutes. University of Wisconsin, 1972. DAI Vol. 33, p. 5211-14, Order #72-31,519.

This study examined if group book discussior form of bibliotherapy was an effective method for improving the attitudes of adult inmates in correctional institutions.

The subjects were 59 inmates who were randomly assigned to experimantal and control groups. The experimental group, which met for two hours weekly, read and discussed six selected books. The control group met three times during the 12-week period to take part in a reading interest survey. Both groups were tested with a Semantic Differential and Personal Values Abstract.

Results of this study indicate that bibliotherapy is a helpful adjuvant to the correctional program for improving attitudes related to behavioral concepts for inmates in correctional institutions.

5. FISHER, FRANK L. The Influence of Reading and Discussion on the Attitudes of Fifth Graders Toward American Indian. University of California at Berkeley, 1965. DA Vol. 26, p. 6442, Order #65-13,442.

This study examined the influence of reading and discussion upon children's attitudes towards American Indians.

The subjects were grade-5 students representing high, middle, and low socio-economic backgrounds. Three treatment groups were selected from each area: a reading group, a reading plus discussion group, and a control group. All subjects were administered a test of attitude and information constructed by the investigator.

The reading group read six selected stories. The reading plus discussion group read and discussed the stories. The control group had no exposure to the six stories. At the end of experiment all subjects were again given an attitude-information test.

Analysis of the data showed that reading plus discussion group indicated change in attitudes significantly greater than the reading group. The control group showed the least change. The attitude change in a direction favorable toward American Indians was found to be greatest in the middle socio-economic group.

6. HERMINGHAUS, EARL GEORGE. The Effect of Bibliotherapy on the Attitudes and Personal and Social Adjustment of a Group of Elementary School Children. Washington University, 1954. D.A. Vol. 14, p. 1641, Order #00-08,971.

This study proposed to determine the effect of bibliotherapy on a group of grade-8 children.

The subjects were divided into two groups. The experimental group used a specially prepared manual and guide to bibliotherapy in

connection with an integrated program of reading and guidance while the control group followed its normal program of reading and guidance. Both groups were pre- and post-tested by means of the California Test of Personality, Rosenzweig Picture-Frustration Study, Thematic Apperception Test.

The test results showed changes in the experimental group in the direction of better personal and social adjustment while in the control group changes occured in the unfavorable direction.

7. KIMOTO, C. K. The Effects of a Juvenile Literature-Based Program on Majority Group Attitudes Toward Black Americans. Washington State University, 1974. DAI. Vol. 35, p. 170A, Order #74-16,377.

The purpose of this research was to examine the effects of a literature-based program on three social distance attitudes of majority group children toward Black Americans.

Subjects were 137 fifth and sixth grade students who were divided into experimental and control groups. The treatment for experimental group consisted of a minority literature program integrated with other subjects.

Three Social Distance Scales and three equivalent forms of a Likert-type scale were devised and administered as pre-test and post-test measures.

The findings of this study indicate that reading material about Black Americans can have significant effects on close and moderate social distance attitudes held by majority group children.

8. LIVENGOOD, DOROTHY KROFT. The Effect of Bibliotherapy on Peer Relations and Democratic Practices in a Sixth Grade Classroom. University of Florida, 1961. DAI Vol. 25, p. 3437-A, Order #64-11,553.

This study sought to determine whether measureable improvements in individual personality traits and interpersonal relations among pupils in grade-6 can be effected through the reading of prescribed selections from literature.

The material used for bibliotherapy consisted of 36 selections from children's literature, focusing on the traits of cheerfulness, honesty, industry, strength, tolerance, and usefulness. A battery of instruments including Kuhlman-Anderson Intelligence Test, Ohio Social Acceptance Scale, Rosenzweig Picture-Frustration Study, and Self-Rating Personality Scale were used to collect data.

Results indicated that the class as a whole seemed to lose in good relations and democratic practices. However, one-fifth of the rejected children seemed to gain socially and seven-tenth of the group showed gains in personality traits.

9. McCLASKY, HARRIS CLARK. Bibliotherapy with Emotionally Disturbed Patients: An Experimental Study. University of Washington, 1970, DAI Vol. 31, p. 5205-A, Order #71-08,523.

This study tested the effectiveness of two bibliotherapy programs (i) using didactic literature and (ii) creative literature.

Seventy-three chronic, emotionally disturbed patients in two hospitals served as subjects. They were randomly assigned to four groups, two experimental and two control. All groups met three times weekly for a period of 12 weeks. Wittenborn Psychiatric Rating Scale and a semantic differential were used as pre- and post-test instruments.

The data was analyzed and it was found that bibliotherapy, using either didactic or creative literature, with emotionally disturbed patients was effective in bringing about significant behavioral change but not attitudinal change.

10. SHIRLEY, FEHL L. The Influence of Reading on the Concepts, Attitudes, and Behavior of Tenth, Eleventh, and Twlfth Grade Students. University of Arizona, 1966. DAI Vol. 27, p. 1208-1209-A, Order #66-10,211.

The purpose of this study was to ascertain change in concepts, attitudes, and behavior reported by tenth, eleventh, and twelfth grade students as a result of their reading.

A modified critical incident technique was used as a basis for collecting data. Analysis of the data indicated that students were influenced in areas such as self-image, philosophy of life, cultural groups, social problems, sensitivity to people, political science. It was also found that voluntary reading caused more influences than required reading. The number and kind of influences reported were related to intelligence, general reading ability, grade level and sex.

11. STEPHENS, JACQUELYN W. An Investigation into the Effectiveness of Bibliotherapy on the Reader's Self-Reliance. University of Oklahoma, 1968. DAI Vol. 35, p. 1971-A, Order #74-21,994.

This study investigated the effects of prescribed literature on the reader's self-reliance.

The subjects used in the investigation were 36 grade-6 students. They were divided into Group I - Bibliotherapy; Group II - Recreational Reading; Group III - Control Group. Group I was presented prescribed literature intended to promote self-reliance. Group II had released time for recreational reading without prescribed literature. Group III had neither of the above. Pre- and post- test measures included

the California Test of Personality and the Teacher Rating Scale.

The statistical analysis showed that Group I - Bibliotherapy had higher mean adjusted post- test scores than the other two groups.

12. TAURAN, ROULAND H. The Influence of Reading on the Attitudes of Third Graders Toward Eskimos. University of Maryland, 1967. DAI Vol. 28, p. 4394-A, Order #68-07,038.

This study tested the hypothesis that reading materials of a literary nature would change the attitudes of children toward Eskimos.

Eight classes of third grade children participated in the study. Each class was randomly divided into two groups, experimental and control. An attitude scale was used to gather the data. The material for treatment consisted of stories and articles about Eskimos and a set of unfavorable material.

The results indicated that the social ideas of third grade children can be influenced in a positive or negative direction depending upon the kind of reading material presented.

13. WHIPPLE, CHARLES M. The Effect of Short-term Classroom Bibliotherapy on the Personality and Academic Achievement of Reformatory Inmate Students. University of Oklahoma, 1968. DA Vol. 29, p. 2214-B, Order #68-17,492.

The purpose of this study was to investigate the applicability of group bibliotherapy to a reformatory classroom situation.

The subjects were 104 inmates who were divided into eight groups. They were taught a course in biological science by the lecture-demonstration-laboratory method. The experimental group spent one hour per day in bibliotheraphy as a part of their instructional program. The subjects were tested with the Nelson Biology Test and Minnesota Multiple Personality Inventory.

Analysis of the data showed that the experimental group showed significantly greater improvement not only in biological information but also in personality functioning.

14. ZUCARO, BLASE JOHN. The Use of Bibliotherapy Among Sixth Graders to Affect Attitude Change Toward American Negroes. Temple University, 1972. DAI Vol. 33, p. 1340, Order #72-27,216.

The major purpose of this study was to test the hypothesis that bibliotherapy could change suburban school children's attitudes towards American Negroes in a favorable direction.

The subjects consisted of three classes of sixth grade children in a suburban school. They were divided into three groups. Experimental Group I read but did not discuss novels with a Negro theme, Experimental Group II read and discussed novels with a Negro theme, and Control Group read their regular books.

An instrument to measure attitudinal change was used for pre- and post- test. Group II - Reading and Discussion showed the most favorable change followed by Group I - Reading. The Control Group's attitude was lower at the end than at the beginning of the experiment.

The investigator concluded that bibliotherapy was effective in bringing about a positive change in the reader's attitude.

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2. Weingarten, Samuel, "Boundaries of Reading in Satisfying Needs", Education, 84: 480-89, 1964.

3. Zaccaria, Joseph and Moses, H.A., Facilitating Human Development Through Reading: The Uses of Bibliotherapy in Teaching and Counselling, Champaign, Ill.: Stipes Publ. Co., 1968.